

Civic Engagement Minor Learning Outcomes (revised August 2013)

1. Civic Engagement disciplinary knowledge base
 - a. Students develop a working knowledge of the scholarship on Civic Engagement as an academic discipline.
 - i. Understanding of how civic participation in public life contributes to the overall quality of life in our communities;
 - ii. Familiarity with empirical research addressing cognitive and affective outcomes of service learning and community involvement; and
 - iii. Familiarity with various historical and contemporary means by which individuals and groups have attempted to create social change.
2. Development of a civic identity
 - a. Students gain an understanding of the social, cultural, and civic aspects of their personal identities.
 - i. Define and describe the concepts of individual, group, and social identities in relation to the concepts of social power and privilege; and
 - ii. Demonstrate a critical self-reflection of their own assumptions, values, and stereotypes, and recognize the relative privilege and oppression of their various identities.
3. Social responsibility and social justice
 - a. Students develop an understanding of social responsibility and the implications of short-term community service versus sustainable social change.
 - i. Recognition of the relationship between individual, group, community and societal well-being.
 - b. Students recognize systemic discrimination and its effects on both equity and inequity in communities and society.
 - i. Examination of social issues in the context of the pursuit of social justice.
 - c. Students demonstrate an ability to analyze social structures in a manner reflective of possessing a critical consciousness.
4. Multicultural civic skill building
 - a. Students learn from and work reciprocally with diverse individuals, groups and organizations to build healthy, equitable, and sustainable communities.
 - i. Ability to apply discipline-specific knowledge to contemporary or anticipated social issues;
 - ii. Ability to reflect critically about diversity, commonality, and democracy;
 - iii. Ability to employ intercultural communication skills, reciprocity, and responsiveness in working with members of the community; and
 - iv. Ability to enter, engage, and exit a community in ways that are respectful of its members.
5. Goals and commitments
 - a. Students graduate with a commitment to being a civically engaged global citizen:

- i. Respect for cultural pluralism and multiple viewpoints;
- ii. A sense of responsibility both to yourself and to the community;
- iii. A desire to promote your vision of social justice locally and globally; and
- iv. A willingness to participate actively in public life, address public problems, and serve your community.